

**THE EFFECT OF USING TRANSACTIONAL STRATEGIES  
INSTRUCTION TOWARD READING COMPREHENSION  
OF THE FIRST YEAR STUDENTS  
AT SMA TRI KARYA BAKTI  
PEKANBARU**



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PEKANBARU  
1434 H/2012 M**

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Thesis

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(S.Pd.)



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## ABSTRACT

**RULI SOFIAN (2012): The Effect of Using Transactional Strategies Instruction toward Reading Comprehension of the First Year Students at SMA Tri Karya Bakti Pekanbaru**

Based on the writer preliminary observation, it was found that the students could not comprehend the meaning of texts in their text books at school. This problem was caused by some factors. For example, some of the students could not understand about the content of reading text and identify the detailed information of the text. So, the writer was interested in carrying out the research about this problem.

The research was administrated at SMA Tri Karya Bakti Pekanbaru. The subject of this research was the first year students of SMA Tri Karya Bakti Pekanbaru, and the object of this research was the effect of using transactional strategies instruction toward reading comprehension. The design of this research was quasi-experimental with nonequivalent control group design.

The population of this research was all of the first year students. The total number of population was 220 students. Because the number of population relatively large, the researcher used *cluster random sampling* by taking two classes as sample: class X.5 consisted of 40 students as experimental group, and class X.1 consisted of 40 students as control group, so the number of sample from two classes were 80 students. To analyze the data, the researcher adopted independent sample t-test formula by using SPSS.

Finally, based on the analysis of T-test formula,  $H_0$  was rejected and  $H_a$  was accepted. It means that there was a significant effect of using transactional strategies instruction toward reading comprehension of the first year students at SMA Tri Karya Bakti Pekanbaru.

## ABSTRAK

**RULI SOFIAN (2012): Pengaruh Penggunaan Transactional Strategies Instruction terhadap Pemahaman Membaca Siswa Kelas 1 SMA Tri Karya Bakti Pekanbaru.**

Berdasarkan observasi awal penulis, ditemukan bahwa, siswa belum mampu memahami sebuah bacaan dalam buku pelajaran sekolah. Masalah ini disebabkan oleh beberapa faktor. Sebagai contoh, sebagian siswa kurang memahami tentang isi dari teks bacaan dan tidak mengidentifikasi informasi dari text bacaan. Jadi, penulis tertarik mengadakan penelitian tentang masalah tersebut.

Penelitian ini diadakan di SMA Tri Karya Bakti Pekanbaru. Subjek dari penelitian ini adalah siswa kelas 1 SMA Tri Karya Bakti Pekanbaru, dan objek dari penelitian ini adalah dampak dari penggunaan transactional strategies instruction. Adapun jenis penelitiannya adalah eksperimen semu dengan mode nonequivalent control group.

Populasi dari penelitian ini adalah seluruh siswa kelas 1. Keseluruhan dari jumlah populasi adalah 220 siswa. Dikarenakan jumlah populasi yang relatif banyak, peneliti menggunakan *cluster random sampling* untuk mengambil 2 kelas sebagai sampel : kelas X.5 sebagai kelas eksperimen dan kelas X.1 sebagai kelas kontrol. Jadi, jumlah sampel dari kedua kelas tersebut adalah 80 siswa. Untuk data analisisnya, peneliti menggunakan independent sample T-test melalui SPSS.

Akhirnya, berdasarkan analisis data dari formula T-test,  $H_0$  ditolak dan  $H_a$  diterima. Maksudnya, ada pengaruh yang signifikan dari transactional strategies instruction untuk meningkatkan pemahaman membaca siswa kelas 1 SMA Tri Karya Bakti Pekanbaru.

رولى صفين (٢٠١٢) استخدام الطريقة صفقت تعليمطلاب فى الفهم قدر  
تترى بكتباكن

.

كشف الباحث أن الطلاب لا يفهمون معاني النصوص في كتبهم بناء على  
الدراسة الأولية التي أداها الباحث، وتأتي هذه المشكلات ببعض العوامل منها:  
بعض الطلاب لا يفهمون محتويات النصوص ولا يقدرّون على تعيين المعلومات  
الخاصة من تلك النصوص، ومع ذلك رغب الباحث في أداء هذا البحث.

انعقد هذا البحث بالمدرسة ترى بكتى باكن بارو. الهدف لهذا البحث طلبة  
الصفالاول ترى بكتى باكن بارو بينما الهدف في هذا البحث أثر  
استخدامالطريقةصفقت تعليم. وعرض هذا البحث فري- تجربة بالساكنة الفرقة  
المقابلة.

الأفراد في هذا البحث جميع طلبة الصفا و مجموع العينات في هذا البحث  
نحو 220 طالبا ثم استخدم الباحث عينة الشامل في أخذ كثر لعينات هذا البحث  
هما طلبة الصف الاول الألف X.1 بقدر 40 طالبا لفرقة التجربة و طلبة الصف  
X.5 بقدر 40 طالبا لفصل الضبط. ومع ذلك كان مجموع العينات في هذا البحث  
بقدر 80 طالبا. و في تحليل البيانات استخدام الباحث عينة مستقلة ت-الاختبار  
باستخدام البرنامج الحاسوبي س ف س س.

استنتبط الباحث وأخيرا، بناء على تحليل البيانات من تصميم T-test،  $H_0$   
مردودة.  $H_a$  مقبولة. وغرضه أن فيه هناك اثرا هاما من أثر استخدام  
الطريقةصفقت تعليم إلى قدر الطلاب فيالفهم القراءة لطلبة الصف الاول بالمدرسة  
ثر بكتى باكن بارو



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*Bismillahirrahmaanirrahiim*

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Finally, the researcher realizes that this thesis is still far from the perfectness. Therefore, comments, critiques, and constructive suggestions are very much appreciated.

May Allah Almighty: the lord of the universe bless them all.

Pekanbaru, 04 June 2012

The Researcher.

RULI SOFIAN



## **LIST OF CONTENTS**

<b>SUPERVISOR APPROVAL .....</b>	<b>i</b>
<b>EXAMINER APPROVAL .....</b>	<b>ii</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>iii</b>
<b>ABSTRACT .....</b>	<b>iv</b>
<b>LIST OF CONTENTS .....</b>	<b>viii</b>
<b>LIST OF TABLES .....</b>	<b>x</b>
<b>LIST OF APPENDICES .....</b>	<b>xi</b>

### **CHAPTER I: INTRODUCTION**

A. Background of the Problem .....	1
B. The Problem .....	3
1. Identification of the Problem .....	3
2. The Limitation of the Problem .....	4
3. The Formulation of the Problem .....	4
C. The Objectives and the Significance of the Research .....	5
1. The Objective of the Research .....	5
2. The Significance of the Research .....	5
D. The Definition of Terms .....	6

### **CHAPTER II: REVIEW OF RELATED LITERATURE**

A. Theoretical Framework .....	8
1. The Nature of Reading .....	8
2. The Nature of Reading Comprehension .....	11
3. Students' Reading Comprehension .....	13
4. Factors Influence Students' Reading Comprehension .....	14
5. The Nature of Transactional Strategies Instruction .....	15
6. Using TSI toward Reading Comprehension .....	18
B. Relevant Research .....	20
C. Operational Concept .....	21
D. Assumption and Hypothesis .....	23

### **CHAPTER III: THE RESEARCH METHOD**

A. The Research Design .....	24
B. The Location and the Time of the Research .....	25
C. The Subject and Object of the Reasearch .....	25
D. The Population and Sample of the Reasearch .....	26
E. The Instrument of Data Collection .....	27

1. Test .....	27
F. The Technique of Data Analysis .....	28

#### **CHAPTER IV: THE DATA PRESENTATION AND THE DATA ANALYSIS**

A. Description of Research Procedure .....	29
B. The Data Presentation .....	32
1. Data Presentation of Pretest .....	32
2. The Data Presentation of Post test .....	38
C. The Data Analysis .....	42
1. The Analysis of Students' Reading Comprehension .....	43
a.) Pretest .....	43
b.) Post test .....	44
2. The Analysis of T-test .....	45

#### **CHAPTER V: THE CONCLUSION AND THE SUGGESTION**

A. Conclusion .....	48
B. Suggestion .....	49

#### **BIBLIOGRAPHY ..... x**

#### **APPENDICES**

## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Reading is a necessary skill that any learner needs. Unfortunately, how to teach reading has not been given due care in our schools. According to Harp et al in *Reading and Writing: Teaching for the Connection*, stated that in the past, according to the traditional view, reading begins with the child's mastering the names of the letters, then mastering the letter-sound relationships, then learning some easy words in isolation, and finally reading simple stories with highly controlled vocabularies<sup>1</sup>. Kalayo Hasibuan pointed out that reading is to gain information, knowledge and can critique a writer's idea and styles.<sup>2</sup>

In the past, teachers used to present a subject in the textbook and asked students to read whether silently or loudly, and then students had to answer the questions that follow. Students, naturally, had no choice but to read even if they did not have technical ways of how to read. What reinforced this perception of having any interest was the teachers' traditional techniques for teaching reading comprehension.

The result is that students hate to read, they only read the required textbook in order to be able to set for the achievement routine exams. In such such

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<sup>1</sup>Harp B and Jo Ann Brewer. *Reading and Writing: Teaching for the Connection*. New York: Harcourt Brace College Publishers. 1996. p.201.

<sup>2</sup>Kalayo Hasibuan. *Teaching English as a Foreign Language*. Pekanbaru: UNRI Press. 2007. p.114.

case, students lacked motivation to read, even if they read, they show negative attitudes.

Comprehension is making sense out of text. Reading comprehension acquires from information from content and desperate combining elements into new hole. Comprehension includes understanding the information in the text as well as changing the knowledge one used to understanding the text.<sup>3</sup>

This research was experimental research. It means that there were two groups, experimental group and control group. Experimental group was the class that was taught by using Transactional Strategies Instruction. Control group was the class that was taught without transactional strategies instruction.

SMA Tri Karya BaktiPekanbaru is one of the schools that also uses School Based Curriculum (KTSP) as its guidance in teaching learning processes. School Based Curriculum 2009 (KTSP) for the first year students states that the standard competence of learning English, especially for reading refers to the capability of reading and comprehension of meaning of the text accurately, fluently, and contextually in the text forms; report, narrative, spoof, and hortatory exposition. In SMA Tri Karya Bakti Pekanbaru, the basic competence stated in the syllabus the teacher teaches about reading a text. The students at the first year are taught by one teacher, here the teacher teaches how to comprehend the reading text, such as;

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<sup>3</sup>J. McNeil.*Reading Comprehension New Direction for Classroom Practice 3<sup>rd</sup> Ed.*New York: Harper Collins. 1992. p.16.

1. Some of the students are not able to identify the factual information of the reading textbooks.
2. Some of the students are not able to identify the main idea of the reading textbooks.
3. Some of the students seldom express their ideas in reading discussion.
4. Some of the students are not able to recognize the unfamiliar words of the text..
5. Some of the students are not able to identify the generic structure of the text.

Dealing with the symptoms above, the writer is interested in doing a research entitled: **The Effect of Using Transactional Strategies Instruction toward Reading Comprehension of the First Year Students of SMA Tri Karya Bakti Pekanbaru.**

## **B. The Problem.**

### **1. The Identification of the Problem**

- a. What are the students' difficulties in identifying the factual information of the text ?
- b. How is the students' skill in determining main idea of the textbook ?
- c. How is the students' participation to express their ideas in reading discussion?

- d. What are the students difficulties in recognizing the unfamiliar words?
- e. How is the students Skill in identifying the generic structure of the text?.

## **2. The Limitation of the Problem**

Actually, there are many aspects to be included in this research but they are necessarily limited. In this research, the writer focused on the effect of using transactional strategies instruction toward reading comprehension of the first year students at SMA Tri Karya Bakti Pekanbaru to help struggling readers become actively engaged in the reading process.

## **3. The Formulation of the Problem**

Concerning the problem above, the research problems are formulated as follows:

- a. How is students reading comprehension which is taught without using transactional strategies instruction (TSI) at SMA tri karya bakti Pekanbaru ?
- b. How is the student reading comprehension which is taught by using transactional strategies instruction (TSI) at SMA tri karya bakti Pekanbaru ?
- c. Is there significant effect of students' reading comprehension taught by using transactional strategies instruction (TSI) at SMA tri karya bakti Pekanbaru ?

## **C. The Objectives and Significance of the Research**

### **1. The Objective of the Research**

- a. To know how good is the reading comprehension of the first year students of SMA Tri Karya Bakti before they are taught by using TSI.
- b. To know how good is the reading comprehension of the first year students of SMA Tri Karya Bakti after they are taught by using TSI.
- c. To know whether or not there is a significant effect of students' reading comprehension taught by using transactional strategies instruction.

### **2. The Significance of the Research**

The research activity is significantly carried out for the following needs. They are :

- a. To give some information to the teacher and the school about the effect of using transactional strategies instruction toward students' reading comprehension.
- b. To enhance the researcher' knowledge about teaching reading by using transactional strategies instruction.
- c. To motivate students to improve their proficiency in reading, in order to give chance for students to master of English.

- d. To fulfill one of the requirements to finish the researcher' study in English Education Department of state islamic university Suska Riau.

#### **D. Definition of Terms**

To avoid misunderstanding and misinterpretating, the key terms within the research topic are defined as follows:

1. Collin stated in cobuild advanced dictionary of English that effect is one thing on another is the change that the first Effect:thing causes in the second thing<sup>4</sup>. In this study the effect means the influence of transactional strategies instruction to students reading comprehension.
2. Transactional strategies instruction: According to Karen et al. in teaching reading comprehension with learning difficulties stated that TSI is a comprehensive, high-intensity approach to strategy implementation<sup>5</sup>. According to Brown et al. Transactional strategies instruction is combines a number of strategies and instruction techniques as having solid scientific bases for improving comprehension.<sup>6</sup>
3. Reading Comprehension:According to Karen et. al in teaching reading comprehension with learning difficulties stated that

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<sup>4</sup>Harper Collin. *Collin Cobuild Advanced Dictionary of English*. New York: Harper Collin Publisher. 2009.p.14.

<sup>5</sup> Karen R Harris & Steve Graham. *Teaching Reading Comprehension with Learning Difficulties*. New York: The Guilford Press, 2007.p.136.

<sup>6</sup> C. Addison Stine. et all. *Handbook of Language and Literacy: Development and Disorders*. New York: The Guildford Press. 2007. p. 551.



reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, world knowledge, and fluency<sup>7</sup>.

4. Students : Collin stated in cobuild advanced dictionary of English that students are person who is studying at a school or university.<sup>8</sup>
5. School : Collin stated in cobuild advanced dictionary of English that school is a place where children go to be educated or where people go to learn a particular skill.<sup>9</sup>
6. Grade : Collin stated in cobuild advanced dictionary of English that grade is steps or degree in quality,rank.<sup>10</sup>
7. Object : Collin stated in cobuild advanced dictionary of English that object is a thing that can be seen or touched but is not alive.<sup>11</sup>

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<sup>7</sup> Karen R Harris & Steve Graham. *Teaching Reading Comprehension with Learning Difficulties*. New York: The Guilford Press,2007.p.136.

<sup>8</sup>Harper Collin. *Collin Cobuild Advanced Dictionary of English*. New York: Harper Collin Publisher. 2009.p.231.

<sup>9</sup>*Ibid.* p. 228.

<sup>10</sup>*Ibid.* p. 112.

<sup>11</sup>*Ibid.* p. 186.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Reading

There are a number of definitions about reading. Some people think that the term of reading just to read the sentences in the text and a passage. Al Quran informs us about the importance of reading in Surah Al 'Alaq, Allah says "Read in the name of the Lord the Creator of the universe".<sup>1</sup>

According to Calhoun in *teaching beginning reading and writing*, Reading is read to determine meaning and main idea<sup>2</sup>. This means that reading is a process of getting meaning from word symbols. In addition, Reading is a complex activity that involves a wide variety of skills. The definition imply that, in reading process, the reader will be able to understand the writer's message if she/he has knowledge about language used by the writer.

In addition, Colin Harison stated that reading not only increases our life skills and extends our knowledge, but also it goes much deeper. He also argued that in many respects reading determines how are able to think, that it has a fundamental on the development of imagination, and thus exerts

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<sup>1</sup> Al Qur'an. *Terjemahan Parallel Indonesia-Inggris Al-alaq*. Jakarta: Qomari. p. 597.

<sup>2</sup> Calhoun. F. Emily. *Teaching Beginning Reading and Writing*. Virginia: ASCD. 1999. p. 67.

the powerful influence on the development of emotional and moral as well as verbal intelligence and therefore on the kind of person we are capable of becoming.<sup>3</sup>

Reading is a communication process requiring a series of skills. As such reading is a thinking process rather than an exercise in eye movement. According to Harb et al in reading and writing: teaching for the connection, Effecting reading requires a logical sequence of thinking or through patterns, and these thought patterns require practice to set them into the mind. They may be broken down into the following seven basic processes<sup>4</sup>.

1. Recognition : The reader's knowledge of the alphabetical.
2. Assimilation : The physical process of perception and scanning.
3. Intra-integration : Basic understanding derived from the reading material with minimum dependence on past experience, other than knowledge of grammar and vocabulary.
- 4.Extra-integration : Analysis, criticism, appreciation, selection and rejection. These are all activities which require the

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<sup>3</sup>Collin Horrison. *Understanding Reading Develpoment*. London: SAGE Publications. 2004. p.3.

<sup>4</sup> Harp B and Jo Ann Brewer.*Reading and Writing: Teaching for the Connection*. New York: Harcourt Brace College Publishers.1996. p. 45.

reader to bring his past experience to bear on the task.

5.Retention : This is the capability to recover the information in memory.

6. Recall : The ability to recover the information from memory storage.

7. Communication : This represents the application.

Elizabeth S. Pang, et al Cited that reading consists of two related processes : word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's Spoken language. Comprehension is the process of making sense of words, sentences and connected text.<sup>5</sup>

Reading is also an an active process which consists of recognition comprehension skills and recognition. The process of reading itself may be broadly classified in three stages:<sup>6</sup>

1.) **The recognition stage.** At this stage the learner simply the recognizes the graphic counterparts of the phonological items.

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<sup>5</sup>Elizabeth, et all. *Teaching Reading* .Switzerland: International Academy of Education (IAE). 2003. p. 6.

<sup>6</sup> M. F. Patel & Praveen M. Jain. *English Language Teaching (Methods, Tools & Techniques)*.Jaipur: Sunrise Publishers & Distributors, 2008. p. 114&116.

For instances he/she recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.

2.) **Structuring stage.** The learner sees the syntactic relationship of the items and understands the structural meaning if the syntactical units.

3.) **The interpretation stage.** This is the highest level in the reading process. The learner comprehends the significance of a word, a phrase or a sentence in the overall context of the discards. It is this stage at which a person really reads for information or pleasure.

## 2. The Nature of Reading Comprehension

The first point to be made about reading process is reading comprehension. Some experts have introduced several interesting views of reading comprehension concept. They believe that reading comprehension is not only simple decoding process but also rather a very complex process.

Karen et al. stated that Meaning, learning, and pleasure are the ultimate goals of learning to read.<sup>7</sup> Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is an interaction between reader and

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<sup>7</sup> Karen.R Harris & Steve Graham. *Teaching Reading Comprehension with Learning Difficulties*. New York: The Guilford Press. 2007. p. 2.

author. According to Mayer reading comprehension is technique for improving student's success in extracting useful information<sup>8</sup>, reading comprehension is a technique for building meaning of the text. It is also suitable with the Definition from partnership for reading 2005, reading comprehension is understanding a text that is read, or the process of constructing meaning from the text<sup>9</sup>.

Most accounts of reading comprehension processes focus on three elements, namely, the text being read, the background knowledge processed by the reader and contextual aspects ( e.g. surrounding text and environment) relevant to interpret text. Understanding the text is a core of reading process. The text is only a means by which the message is transmitted from the writer to the readers. Reading comprehension generally has their core of some variation of constructing meaning from the text<sup>10</sup>, the variation is the way from constructing meaning from the text book.

In conclusion, reading comprehension are process of contracting meaning by coordinating a number of complex process, the complex process in reading activity that reader has process to regulate by cognitive, emotional perceptual, social experience. Comprehending the goals of the reading activity, is a process to get meaning full and process of identifying purpose writer.

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<sup>8</sup> Judi Moreillon. *Strategies for Teaching Reading Comprehension*. Chicago: American Library Association. 2007. p. 256.

<sup>9</sup>Valerie Anderson. *Teacher Development Project in Transactional Strategies Instruction for Teachers and Several Reading Disable Adolescents*. Toronto: Ontario Inst. 1991. p.47.

<sup>10</sup>Diane Snowball. *Teaching Comprehension: An Interactive Professional Development Course(grades K-2, 3-6, and 6-9)*. New York: AUSSIE Interactive. 2004 .p.98.

### 3. Students' Reading Comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language<sup>11</sup>. When reading, a reader should use his / her prior knowledge to get new knowledge. Reading comprehension is about relating prior knowledge to new knowledge contained in written texts<sup>12</sup>.

Based on Karen, reading comprehension is dependent on three factors<sup>13</sup>, they are:

1. The readers have command of the linguistic structures of the text.
2. The readers are able to exercise metacognitive control over the content being read. Its means that the readers are able to monitor and reflect on his or her own level of understanding while reading the material.
3. The readers have adequate background in the content and vocabulary being presented.

Comprehension is the central of reading<sup>14</sup>. It is the important ones in reading. Without comprehension the readers are not able to find out the meaning of the text. Comprehension is the process of deriving meaning

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<sup>11</sup> Reading Study Group. *Reading for Understanding toward R&D Program in Reading Comprehension*. Chicago : RAND. 2002. p. 11.

<sup>12</sup> ElizabethS Pang, et all. *Teaching Reading*. Chicago : IAE. 2003. p. 13.

<sup>13</sup> Karen Tankerley. *The Threads of Reading Strategies for Literacy Development*. New Jersey : ASCD. 2003. p. 38.

<sup>14</sup> Karen Tankersley. *The Threads of Reading Strategies for Literacy Development*. New Jersey : ASCD. 2003. p. 90.

from connected text<sup>15</sup>. The readers should master the comprehension skill. It requires prior knowledge to have the comprehension skill. The more we have good prior knowledge the easier we comprehend the reading text. Understanding the importance of background knowledge to comprehension is critical because we connect new information with prior knowledge before we integrate and organize the new information<sup>16</sup>.

#### **4. Factors Influence Students' Reading Comprehension**

There are some factors that influence reading comprehension. Dorn and Soffos explain that comprehension is influenced by a range of internal factors; they are perceptions, belief, motivation, and problem solving strategies<sup>17</sup>. According to Peter Westwood, there are eight factors that may influence the comprehension. They are as follows:<sup>18</sup>

- a. Limited of vocabulary knowledge.
- b. Lack of fluency.
- c. Lack of familiarity with the subject matter.
- d. Difficulty level of the text (readability).
- e. Inadequate use of effective reading strategies.
- f. Weak verbal reasoning.
- g. Problems with processing information.

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<sup>15</sup>Pat Beckman. *Strategy Instruction*. Virginia: Eric Clearinghouse on Disabilities and Gifted Education Arlington VA. 2002. p. 24.

<sup>16</sup> JudiMoireollon. *Collaborative Strategies for Teaching Reading Comprehension Maximizing Your Impact*. America: Chicago. 2007.P. 19.

<sup>17</sup> Anthony V. Manzho &Ula Casele Manzo. *Content Area Reading: a Heuristics Approach*. Melbourn: Merril Publishing Company. 1990. p.23.

<sup>18</sup>Peter Westwood. *What Teacher Need to Know about Reading and Writing Difficulties*. Camberwell : Acer Press. 2008. P. 14.



h. Problems in recalling information after reading.

According to Judith reading comprehension is influenced by four main factors. They are as follows:<sup>19</sup>

- a. Command on the linguistic structure of the text,
- b. Adequate the vocabulary in content area,
- c. Degree of metacognitive control of the text and,
- d. Adequate domain knowledge.

## 5. The Nature of Transactional Strategies Instruction

According to Pressley et al. as stated by Karen Haris in *teaching reading comprehension to students with learning difficulties* “Transactional Strategies Instruction is a comprehensive, high-intensity approach to strategy implementation.”<sup>20</sup>

According to Chaterine (TSI) is combines a number of strategies and instructional techniques identified by the National Reading Panel as having solid scientific bases for improving comprehension.<sup>21</sup>

According to Bellstated that in developmental psychology the term of transactional refers to the important of interactions with others during the

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<sup>19</sup> Judith Irwin Westphal. *Teaching Reading Comprehension Procesess*. New Jersey: Prentice Hall. 1986. p. 57.

<sup>20</sup> Karen R Harris & Steve Graham. *Teaching Reading Comprehension with Learning Difficulties*. New York: The Guilford Press. 2007. p. 136.

<sup>21</sup> Chaterine Snow. *Reading for Understanding: toward R&D Program*. Santa Monica : RAND. 2002. p. 236.

learning process, in the sense that the child's actions in part determine the behaviors of the adults and others around him or her.

According to Hutchins as stated by Karen Haris in *teaching reading comprehension to students with learning difficulties*, suggests that the meaning that emerges as teachers and students use strategies together to read and comprehend a text is collaboratively produced by everyone in the group<sup>22</sup>. It means the teacher must be modeling the strategy directly to the students in comprehend a text by group. Reading comprehension requires readers to transact with the text to construct meaning. Comprehension strategies involve an awareness of interacting with the written material and an ability to construct meaning.<sup>23</sup>

Teacher begins by modeling the strategies explicitly moving quickly to show students how to coordinate a set, repertoire of strategies. Teachers gradually fade their levels of instructional support as students assume control of the strategies over a long periods of time with interaction around many and varied texts. To accomplish these task, students are taught use a set of reading strategies, including the following :

- a. Relating prior knowledge to text content
- b. Making and confirming prediction based on prior knowledge
- c. Generating and asking questions

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<sup>22</sup> Karen R Harris & Steve Graham. *Teaching Reading Comprehension with Learning Difficulties*. New York : The Guilford Press. 2007. p. 137.

<sup>23</sup> Sharon R Dulin. "Does Implementing Transactional Strategies Instruction Improve Reading Comprehension and Enable to Move from Acclimated Reader to a Proficient Reader?". *Journal of Educational Research*. 2008. p. 42.

- d. Using text structure
- e. Visualizing
- f. summarizing

Transactional strategies instruction which takes place in small groups, is *transactional* in that it concerns the transaction during reading of the reader, the text and the context. Specifically Transactional strategies instruction<sup>24</sup> :

- a.) Helps students link their prior knowledge to a text through discussion.
- b.) Involves constructing meaning as a result of the collaboration of students in a group rather than from individual interpretations.
- c.) The dynamics of the group determines the responses of all responses of all group members, including the teacher.

## **6. Using Transactional Strategies Instruction toward Reading Comprehension**

Similar to reciprocal teaching and collaborative strategic reading transactional strategies instruction consist of three steps:<sup>25</sup>

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<sup>24</sup>C. Addison Stine. et al. *Handbook of Language and Literacy: Development and Disorders*. New York: The Guilford Press.2007. p.551.

<sup>25</sup> Karen R Harris & Steve Graham. *Teaching Reading Comprehension with Learning Difficulties*. New York: The Guilford Press.2007. p. 138.

- a.) Explanation and Modeling : the teacher defines and explains the selected strategy to students and models its usage. Then she/he emphasizes why the strategy is helpful and when it might be most appropriate to use it.
- b.) Practice and Coaching : the teacher provides students with opportunities for guided practice and feedback. The teacher coaches as necessary, possibly asking question such as what do you do next? How is the strategy helpful?
- c.) Transfer of Responsibility : once students have become proficient strategy users, then they can use variuos strategies while reading, monitoring their understanding, and discussing the meaning of text in small reading groups. The teacher continues to coach students as they use various strategies as they use in their group.

Teacher and students' sharing of reading problems is another feature of the instruction<sup>26</sup>. Teachers are able to influence all of these by the way the teacher instruct and support the readers, the types and range of texts the teacher provide, and the classroom learning environment the teacher structure. The teacher role at school is vital and the teacher influence beyond the school setting can be a positive one if teacher build independence and confidence in students and instil a love of reading. It is teacher "use" of methods and procedures that makes the difference to the students.<sup>27</sup>

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<sup>26</sup>Valerie Anderson. *Teacher Development Project in Transactional Strategies Instruction for Teachers and Several Reading Disable Adolescents*. Toronto: Ontario Inst. 1991. p.2.

<sup>27</sup>Diane Snowball. *Teaching Comprehension: An Interactive Professional Development Course(grades K-2, 3-6, and 6-9)*. New York: AUSSIE Interactive. 2004 .p.3-4.

Research has shown that comprehension instruction can improve the reading comprehension of all readers, even beginning readers and struggling older readers. Instruction in comprehension can help the students to:<sup>28</sup>

- a.) Understand what they read.
- b.) Enjoy what they read
- c.) Remember what they read.
- d.) Communicate with others about what they read

Comprehension can be improved by teaching students to use specific cognitive strategies or to reason strategically when they encounter barriers to understanding what they are reading. Readers acquire these strategies informally to some extent, but explicit or formal instruction in the application of comprehension strategies has been shown to be highly effective in enhancing understanding. The teacher generally demonstrates such strategies of TSI for students until the students are able to carry them out independently. In this research the researcher divided the students into some group and give them some text and ask them to read aloud and comprehend the text by using transactional strategies instruction.

## **B. Relevant Research**

There are some previous researches about transactional strategies instruction approach used in teaching reading comprehension.

1. Brown Pressley, et all (1996) conducted a year long quasi-experimental investigation of the effects of *transactional strategies*

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<sup>28</sup>*Ibid* .p.7-8.

***instruction in second grade classrooms with low-achieving readers.***

End-of-the year testing showed that students in the transactional strategies instruction classrooms improved significantly more than other students on a standardized reading comprehension test as well as on the other measures.

2. Anderson conducted a 3-month investigation of ***transactional strategies instruction with students with reading disabilities in grade 6-11*** and found that students who learned comprehension strategies made greater gains than those who did not. In addition, students who learned comprehension strategies were more willing to read challenging materials, collaborate with classmates during reading, and respond to text.<sup>29</sup>
3. Rosenblatt conducted a research about ***transactional theory that entitle the transactional theory of reading and writing***. In this research Rosenblatt looks at the process of reading, and how it involves the mind and emotions of the reader. The results from these qualitative studies indicate that reading cannot be treated as separate skill or activity but rather it should center on thinking, reading and writing, and continuously transacts with their environment.<sup>30</sup>

### **C. Operational Concept**

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<sup>29</sup> Karen R Harris & Steve Graham. *Teaching Reading Comprehension with Learning Difficulties*. New York: The Guilford Press. 2007. p. 47.

<sup>30</sup> Valery Anderson. *Teacher Development Project in Transactional Strategies Instruction for Teacher and Several Reading Disable Adolencents*. Toronto: Ontario Inst. 1991. p. 68.

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. It is necessary to explain briefly the variables used in this research. They are variable X that refers to the effect of using transactional strategies instruction and variable Y that refers to the students' reading comprehension. Therefore, variable X is as an independent variable and variable Y is as a dependent variable.

The indicators of transactional strategies instruction ( variable X) are as follows:

1. Explanation and modeling : The teacher defines to explain the transactional strategies instruction and model its usage in reading.
2. Practice and Coaching : the teacher provides students with opportunities for guided practice and feedback. The teacher coaches as necessary, possibly asking question such as what do you do next? How is the strategy helpful?
3. Transfer of Responsibility : once students have become proficient strategy users, then they can use variuos strategies while reading, monitoring their understanding, and discussing the meaning of text in small reading groups. The teacher continues to coach students as they use various strategies as they use in their group.

The indicators to measures students' reading comprehension ability (variable Y) are as follows:

1. Students are able to comprehend the factual information.

2. Students are able to mention the main idea.
3. Students are able to infer the info from the text.
4. Students are able to recognize the meaning of vocabulary.
5. Students are able to identify the generic structure of the text

#### **D. Assumption and Hypothesis**

##### **1. Assumption**

In this research, the researcher assumes that the better using Transactional Strategies Instruction, the better students' reading comprehension will be.

##### **2. Hypothesis**

Based on the assumption above, the writer postulates two hypotheses as follows:

$H_a$ : There is a significant effect of students reading comprehension taught by using transactional strategies instruction.

$H_0$ : There is no significant effect of students reading comprehension taught by using transactional strategies instruction.



## CHAPTER III

### THE RESEARCH METHOD

#### A. The Research Design

The type of this research is Experimental research that is testing an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.<sup>1</sup> In addition, an experiment is the quantitative approach that provides the greatest degree of control over the research procedures.

In this research, the researcher uses *quasi-experimental design with nonequivalent control group*. According to Gay This design since its looks very much like the pre-test-posttest control group design. The only difference is that the nonequivalent control group design involves random assignment of intact groups to treatments, not random assignment of individual<sup>2</sup>.

In conducting this research, the researcher took two classes; one class was as an experimental class taught by using transactional strategies insruction and one other was as a control class taught without TSI. In the experimental class, the students were administered by giving pre-test at the beginning of the teaching learning in order to know students' reading comprehension. Then, there was treatment at the middle.

Posttest at the end of the teaching learning processes in order to find out the effect of using transactional strategies instruction toward students' reading comprehension. So, the design of this research can be illustrated as follows:

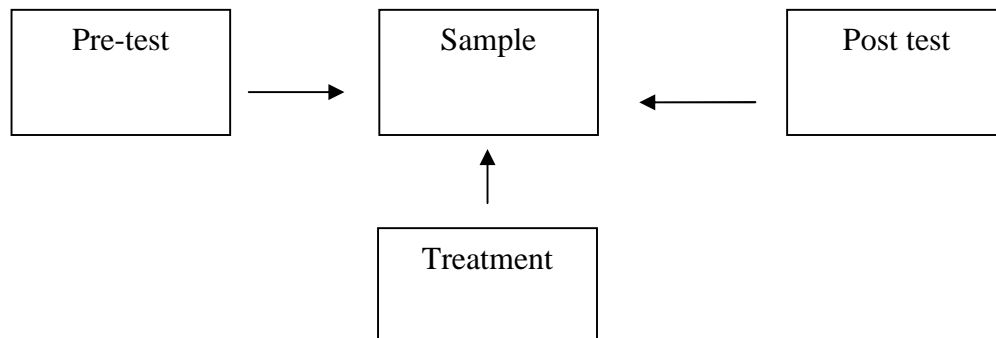
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<sup>1</sup>Jhon. W.Cresswell. *Educational Research: Planning, Conducting, and Evaluating Quantitave and Qualitative Research* .New Jersey: Pearson Education. 2008. p.299.

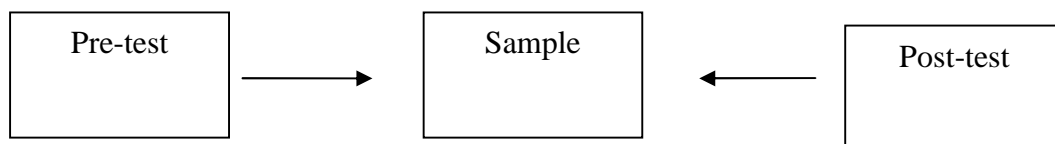
<sup>2</sup>L.R Gay.*Educational Research Competencies for Analysis and Application*. Six Ed.New Jersey: Prentice-Hall. 2000. p.395.

### The Diagram of Research Design

#### A. Experimental Class



#### 2. Control Class



#### B. The Location and Time of the Research

The study was SMA Tri Karya Bakti Pekanbaru and data were gathered from April to Mei 2012.

#### C. The Subject and Object of the Research

The subject of this research was the first year students of SMA Tri Karya Bakti Pekanbaru and the object of this research was the effect of transactional strategies instruction on reading comprehension.

#### D. The Population and Sample of the Research

The population of this research was the first year students of SMA Tri Karya Bakti Pekanbaru. There were 220 students as the population of this research, as seen in the following table:

**TABLE III.1**  
**Distribution of the Research population**

No	Classes	Total Students
1	X.1	30
2	X.2	30
3	X.3	40
4	X.4	30
5	X.5	40
6	X.6	30
	Total	220

Since the population was relatively large and consists of 6 classes as samples, the writer used cluster random sampling because the students already formed into classes.

In this occasion, the writer took a sample by using random sampling techniques. The writer named cards based on every first year classes in Senior High School Tri Karya Bakti Pekanbaru X: X.1, X.2, X.3, X.4, X.5, and X.6. After mixing these cards, the writer took two cards randomly as a sample of research. They were class X.1 and X.5.

By flapping coin, class X.5 are Experimental group and class X.1 as a control group consisted of 40 students. 80 students was representative enough to be sample of research.

## **E. The Instrument of Data Collection**

### **1. Test**

In this research, there were some texts given to the students. The texts took from reading text books. The text consists of 100-250 words.

In order to get the data about the students' reading comprehension the students were tested. The form of this test was multiple choices. There are 25 questions. The researcher modified the test items and the students were directed into find the certain information in reading text based on to curriculum.

## **F. The Technique of Data Analysis**

In presenting the data that had been collected by the reading test is presented in the chapter IV. In analyzing the data, the researcher used scores of post test of experimental and control group. The data obtained in the research was analyzed statistically, by T-test formula<sup>3</sup> :

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$t_o$	=	The value of t – obtained
$M_x$	=	Mean score of experimental sample
$M_y$	=	Mean score of control sample
$SD_x$	=	Standard deviation of experimental group
$SD_y$	=	Standard deviation of control group

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<sup>3</sup> Hartono. *Statistik untuk Pendidikan*. Yogyakarta: Pustaka Pelajar. 2008.p. 193.

The hypothesis prediction:

- a.  $H_0$  was rejected if  $T_0$  is smaller than  $T_{obs}$  or it can be said that there is no significant effect of students reading comprehension taught by using transactional strategies instruction
- b.  $H_a$  was accepted if  $t_0$  is bigger than  $T_{obs}$  or it can be said that there is significant effect of students reading comprehension taught by using transactional strategies instruction.

## **CHAPTER IV**

### **THE DATA PRESENTATION AND THE DATA ANALYSIS**

#### **A. Description of the Research Procedure**

This research consists of two variables; they are X, which refers to the researcher's technique in teaching reading comprehension by using transactional strategies instruction, and Y which is the reading comprehension of the first year students of SMA Tri Karya Bakti Pekanbaru.

Therefore, X is an independent variable and Y is a dependent variable. This chapter presents the results of this research, including their discussions. The data presentation of this study includes the analysis of the pre-test and post-test. The pre-test and post-test were analyzed by using SPSS 16.0 for windows.

The aim of this research was to obtain the significant effect between the mean scores attained by experimental and control groups of the students' reading comprehension between those students who were taught by using transactional strategies instruction and those who were not. The first data were the students' pre-test scores.

When the researcher as the teacher implemented transactional strategies instruction in order to know to what extent the procedures of the strategy was implemented; that was transactional strategies instruction. The researcher taught within 8 (eight) meetings conducted twice in a week. It was done from April 10<sup>th</sup> to Mei 10<sup>th</sup> of 2012.

The second data from the score of the students' reading comprehension from pre-test and post-test for both experimental and control class. In giving pre-test and post-test, the students were asked to answer the questions based on the text. The test dealt with narrative text. With the topic being taught at the time it was and evaluated following five components of students' reading comprehension; namely:

1. The students are able to identify the main idea of the text.
2. The students are able to identify detail information from the text.
3. The students are able to find out the meaning of vocabulary in context (synonym or antonym).
4. The students are able to identify reference.
5. The students are able to identify the generic structure of the text.

The data of this research are all relevant to the required information. The data gathered in this research were all information related to the implementation of transactional strategies instruction toward students' reading comprehension.

There were several steps in collecting the data. First, the writer tried out the test to another class of the first year of SMA Tri Karya Bakti Pekanbaru except the sample. The result was analyzed to find out the level of difficulty of each item of the test.

The try out was also intended to know the facility value of the test. The facility value itself was used to find the level of difficulties. The standard

facility value used was 0.30 and 0.70 . The facility value under 0.30 was considered difficult and above 0.70 was considered easy.

The level of difficulty was used to show how easy or difficult an item was. It was calculated by using the formula:<sup>1</sup>

$$FV = \frac{R}{N}$$

Where :

FV = Difficulty level

R = the number of correct answer

N = the number of student

For example, if the item number 1 was correctly answered by 14 students out of 40 students. The difficulty of the items could be calculated as follow:

$$\begin{aligned} FV &= \frac{R}{N} \\ &= \frac{14}{40} \\ &= 0.35 \end{aligned}$$

If the value was changed into percentage, it could be calculated  $0.35 \times 100\% = 35$ . The facility value was considered standard, and could be used to get the data. In other words, the item did not need to be changed. After doing try out, the writer found some items which to be modified because the level of difficulty could not reach the standard item difficulty. All items were rewritten or improved because they did not fulfill the standard. They were number 5, 9, 13, 19, 22, and 25.

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<sup>1</sup>J.B Heaton. *Writing English Language Test*. New York: Longman Group UK Limited. 1988. p. 159.



## **B. The Data Presentation**

The data of this research were gotten by the researcher from pre-test and post-test. They were collected through the following procedures:

1. The experimental class and the control class were given pre-test, answered the questions based on the reading text given (multiple choices).
2. The experimental class were given treatment, taught by using transactional strategies instruction, while the control class was not taught with transactional strategies instruction.
3. Both classes were given post-test, asked them to answer the questions based on the reading text.
4. The students' answer sheets were collected in order to evaluate their comprehension.

### **1. Data Presentation of Pre-test**

Pre-test was conducted in April 10<sup>th</sup>, 2012, to both experimental and control groups. The pre-test was conducted in order to measure the students' reading comprehension before the treatments. The analysis of the pre-test was aimed to ensure that two groups employed in the research were equal. The analysis involved normal distribution of the test in order to examine whether or not the scores of both experimental and control group were normally distributed; homogeneous in terms of test variance to see whether or

not the scores of experimental and control groups were normal and homogenous.

From the table of pre test (see in appendix) , the researcher found that the total pre-test score of experimental class was 1827. The highest score was 68 and the lowest was 24. Meanwhile, the total score of control class was 1612 with the highest score was 66 and the lowest score was 20. The distribution frequency of the students' pre-test score of experimental class and control class is as follows:

**Table IV. 2**  
**Frequency Distribution of Students' Pre-test**  
**Score of Experimental Class**

Experiment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24	4	10.0	10.0	10.0
	32	4	10.0	10.0	20.0
	36	8	20.0	20.0	40.0
	44	8	20.0	20.0	60.0
	48	4	10.0	10.0	70.0
	56	4	10.0	10.0	80.0
	68	8	20.0	20.0	100.0
	Total	40	100.0	100.0	

The table above shows that there were 4 students who got score 24 (10%), 4 students got score 32 (10%), 8 students got score 36 (20%), 8

student got score 44 (20%), 4 students got score 48 (10%), 4 students got score 56 (10%), 8 students got score 68 (20%).

Referring to the table, it can also be seen that the total number of the students was 40 students. The highest score was 68 and the lowest score was 24.

The data of the students' pre-test scores of experimental class were obtained from the result of students' reading comprehension test which has been presented above can whose classification can be seen in the following table:

**Table IV.3**  
**Classification of Pre-test of Experimental Class of the first year**  
**students of SMA Tri Karya Bakti Pekanbaru**

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1.	Very Good	80-100	-	-
2.	Good	70-79	-	-
3.	Enough	60-69	8	20%
4.	Less	50-59	4	10%
5.	Bad	0-49	28	70%
TOTAL			40	100%

The table above, the pre-test classification showed that there were none students were categorized into Very Good and Good level (0%), 8 students categorized into Enough level (20%), 4 students categorized into Less level (10%), and 28 students were categorized into Bad level (70%). Thus, the majority of students in this regard were classified into BAD category<sup>2</sup>.

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<sup>2</sup>Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: PT. Bumi Aksara. 2002. p.245.

**Table IV. 4**  
**Frequency Distribution of Students Pre-test**  
**Score of Control Class**

		Control			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	1	2.5	2.5	2.5
	24	2	5.0	5.0	7.5
	28	2	5.0	5.0	12.5
	32	4	10.0	10.0	22.5
	36	3	7.5	7.5	30.0
	38	1	2.5	2.5	32.5
	40	12	30.0	30.0	62.5
	44	5	12.5	12.5	75.0
	48	3	7.5	7.5	82.5
	52	1	2.5	2.5	85.0
	56	4	10.0	10.0	95.0
	64	1	2.5	2.5	97.5
	66	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

The table above shows that there was 1 student who got score 20 (2,5%), 2 students got score 24 (5%), 2 students got score 28 (5%), 4 students got score 32 (10%), 3 students got score 36 (7,5%), 1 students got score 38 (2,5%), 12 students got score 40 (30%), 5 student got score 44 (12,5%), 3 students got score 48(7.5%), 1 student got score 52 (2.5%), 4student got score 56 (10%), 1 students got score 64 (2,5%), and 1 students got score 66 (2,5%).

It can also be seen that the total number of the students was 40 students. The highest score was 66 and the lowest score was 20.

The data of the students' pre-test scores of control class were obtained from the result of students' reading comprehension test which has been presented above, whose classification can be seen in the following table :

**Table IV.5**  
**Classification of Pre-test of Control Class of the first year students of**  
**SMA Tri Karya Bakti Pekanbaru**

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very Good	80-100	0	0
2	Good	70-79	0	0
3	Enough	60-69	2	5
4	Less	50-59	5	12.5
5	Bad	0-49	33	82,5
TOTAL			40	100

The table aboveshow that none student categorized into Very Good and Good level(0%), 2 students categorized into Enough level (5%), 5 students were categorized into Less level<sup>3</sup> (12,5%), 33 students categorized into Bad level (82.5%). Thus, the majority of students in this regard were classified into BAD category.

**Table IV. 6**  
**Frequency Distribution of Students Pre-test**  
**Score of Control Class**

**Control**

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<sup>3</sup> *Ibid.* p. 245

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	1	2.5	2.5	2.5
	24	2	5.0	5.0	7.5
	28	2	5.0	5.0	12.5
	32	4	10.0	10.0	22.5
	36	3	7.5	7.5	30.0
	38	1	2.5	2.5	32.5
	40	12	30.0	30.0	62.5
	44	5	12.5	12.5	75.0
	48	3	7.5	7.5	82.5
	52	1	2.5	2.5	85.0
	56	4	10.0	10.0	95.0
	64	1	2.5	2.5	97.5
	66	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

The table above shows that there was 1 student who got score 20 (2,5%), 2 students got score 24 (5%), 2 students got score 28 (5%), 4 students got score 32 (10%), 3 students got score 36 (7,5%), 1 students got score 38 (2,5%), 12 students got score 40 (30%), 5 student got score 44 (12,5%), 3 students got score 48(7.5%), 1 student got score 52 (2.5%), 4 student got score 56 (10%), 1 students got score 64 (2,5%), and 1 students got score 66 (2,5%).

It can also be seen that the total number of the students was 40 students. The highest score was 66 and the lowest score was 20.

The data of the students' pre-test scores of control class were obtained from the result of students' reading comprehension test which has been presented above, whose classification can be seen in the following table :

**Table IV. 7**

**Classification of Pre-test of Control Class of the first year students of  
SMA Tri Karya Bakti Pekanbaru**

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very Good	80-100	0	0
2	Good	70-79	0	0
3	Enough	60-69	2	5
4	Less	50-59	5	12.5
5	Bad	0-49	33	82,5
TOTAL			40	100

The table aboveshow that none student categorized into Very Good and Good level(0%), 2 students categorized into Enough level (5%), 5 students were categorized into Less level<sup>4</sup> (12,5%), 33 students categorized into Bad level (82.5%). Thus, the majority of students in this regard were classified into BAD category.

## **2. The Data Presentation of Post-test**

Post-test was conducted after giving treatments (8 meetings) for experimental class. The data can be seen from the table of post test ( see in appendix)

The table shows that the total post-test score of experimental class was 3072. The highest score of experimental class was 92 and the lowest was 60. Meanwhile, the total score of control class was 2421 with the highest score was 76 and the lowest score was 44. The distribution frequency of the students' post-test score of experimental class and control class is as follows:

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<sup>4</sup>.*ibid*p.245.

**Table IV. 9**  
**Frequency Distribution of Students' Post-test**  
**Score of Experimental Class**

		Experiment			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	4	10.0	10.0	10.0
	68	4	10.0	10.0	20.0
	72	4	10.0	10.0	30.0
	76	12	30.0	30.0	60.0
	80	8	20.0	20.0	80.0
	88	4	10.0	10.0	90.0
	92	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

The table above shows that there were 4 students who got score 60 (10%), 4 students got score 68 (10%), 4 students got score 72 (10%), 12 students got score 76 (30%), 8 students got score 80 (20%), 4 students got score 88 (10%), 4 students got score 92 (10%).

It can also be seen that the total number of the students was 40 students. The highest score was 92 and the lowest score was 60. The highest frequency was 12 at the score of 76.

The data of the students' post-test scores of experimental class were the result of students' reading comprehension test which has been presented above and whose classification is as follows:

**Table IV.10**  
**Classification of Post-test of Experimental Class of the**



**First year students of SMA Tri Karya Bakti Pekanbaru**

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very Good	80-100	16	40
2	Good	70-79	16	40
3	Enough	60-69	8	20
4	Less	50-59	-	-
5	Bad	0-49	-	-
TOTAL			40	100

The post-test classification of experimental class showed that there were 16 students categorized into Very Good level (40%), 16 students categorized into Good level (40%), 8 students categorized into Enough level (20%). Thus, the majority of students in this regard were classified into Very Good level<sup>5</sup>.

**Table IV.11**  
**Frequency Distribution of Students Post-test**  
**Score of Control Class**

**Control**

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<sup>5</sup>*Ibid* p.245.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 44	3	7.5	7.5	7.5
48	1	2.5	2.5	10.0
52	3	7.5	7.5	17.5
56	4	10.0	10.0	27.5
60	15	37.5	37.5	65.0
62	1	2.5	2.5	67.5
64	5	12.5	12.5	80.0
68	4	10.0	10.0	90.0
72	3	7.5	7.5	97.5
76	1	2.5	2.5	100.0
Total	40	100.0	100.0	

The table above shows that there were 3 students got score 44 (7.5%), 1 student got score 48 (2.5%), 3 students got score 52 (7.5%), 4 students got score 56 (10%), 15 student got score 60 (37.5%), 1 students got score 62 (2.5%), 5 students got score 64 (12.5%), 4 students got score 68 (10%), 3 students got score 72, 1 students got score 76 (2.5%).

It can also be seen that the total number of the students was 40 students. The highest score was 76 and the lowest score was 44. The highest frequency was 15 at the score of 60 .

**Table IV.12**  
**Classification of Post-test of Control Class of the first year students of**  
**SMA Tri Karya Bakti Pekanbaru**

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
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1	Very Good	80-100	-	-
2	Good	70-79	4	10
3	Enough	60-69	25	62,5
4	Less	50-59	7	17.5
5	Bad	0-49	4	10
TOTAL			40	100

The post-test classification of control class of the first year students shows that there were 4 students categorized into Good level (10%), 25 students categorized into Enough level (62,5%), 7 students categorized into Less level (17,5%). 4 students categorized into Bad level(10%). Thus, the majority of students in this regard were classified into enough level<sup>6</sup>.

## **B. The Data Analysis**

The data analysis presents the statistical result followed by the discussion about the effect of using transactional strategies instruction toward reading comprehension of the first year students of SMA Tri Karya Bakti Pekanbaru. The data were divided into two classes; experimental class and control class scores. The researcher used independent sample T-Test from SPSS.16 version and T-test formula to analyze data of the research.

### **1. Data Analysis of Students' Reading Comprehension**

#### **a. Pre-test**

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<sup>6</sup>*Ibid* .p. 245.

The data of students' pre-test scores were obtained from the result of students' reading comprehension test which has been presented above , they can be seen in the following tables:

**Table. IV.13**  
**The Result of Experimental Class and Control Class Pre-test**

Statistics		experiment	Control
N	Valid	40	40
	Missing	0	0
Mean		45.60	41.20
Std. Error of Mean		2.241	1.630
Median		44.00 <sup>a</sup>	40.47 <sup>a</sup>
Mode		36 <sup>b</sup>	40
Std. Deviation		14.173	10.306
Variance		200.862	106.215
Range		44	46
Minimum		24	20
Maximum		68	66
Sum		1824	1648

a. Calculated from grouped data.

b. Multiple modes exist. The smallest value is shown

The table above shows that mean pre-test score of experimental class was 45.60 and its standard deviation was 14.173. While, mean pre-test score of control class was 41.20 and its standard deviation was 10.306. So, this means that students' reading comprehension of experimental and control class were almost the same. The pre-test of both classes was categorized into BAD level. It means that there is no significant difference on the students' reading comprehension of between

Experimental and control class. By knowing the students' basic reading comprehension of experimental and control class, it is easy to measure and to find out their improvement after giving treatment or the difference between classes that have been taught by using transactional strategies instruction and the one that was taught without it.

**b. Post-test**

**Table IV.14**  
**The Result of Experimental Class and Control Class Post-test**

Statistics		experiment	control
N	Valid	40	40
	Missing	0	0
Mean		76.80	60.15
Std. Error of Mean		1.397	1.186
Median		76.00	60.00
Mode		76	60
Std. Deviation		8.838	7.502
Variance		78.113	56.285
Skewness		-.086	-.329
Std. Error of Skewness		.374	.374
Kurtosis		-.196	.331
Std. Error of Kurtosis		.733	.733
Minimum		60	44
Maximum		92	76
Sum		3072	2406

The table above describes about the comparison between the students' reading comprehension of both experimental and control classes after treatment. The table above shows that the mean of post-test score of experimental class was 76.80 and its standard deviation was 8.838. Meanwhile, the mean of post-test score of control class was 60.15 and its standard deviation was 7.502. Both groups made improvement, but the

improvement was different; the students' reading comprehension of experimental group was higher than that of control class. The experimental class post-test was categorized into VERY GOOD level, while the control class post-test was categorized into ENOUGH level. It means that there was a better improvement at experimental class than control class that had been given treatment.

## 2.Data Analysis of T-test

Based on the percentage improvement found for both classes, it is clear that the improvement of transactional strategies instruction toward the students' reading comprehension was higher than control class. It means that the strategy that was applied to the students in learning English was one of the factors that give the influence toward students' reading comprehension.

The different improvement percentage of both classes, was analyzed by using paired sample T- Test .

**Table IV.15**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Experiment	76.80	40	8.838	1.397
	Control	60.15	40	7.502	1.186

The table above, shows that the total number of students from both classes, the experimental class was 40 students. The mean of Experimental

class improvement was 76.80, and the mean of control class improvement was 60.15. Standard deviation of experimental class was 8.838, while standard deviation of control class was 7.502. Standard error mean from experimental class was 1.397, and control class was 1.186

**Table IV.16**  
**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
POST_ CON	Equal variances assumed	2.882	.094	10.608	78	.000	22.000	2.074	17.871	26.129
	Equal variances not assumed			10.608	77.165	.000	22.000	2.074	17.870	26.130

*OutPut of Independent Sample Test shows that Levene's Test for variance*

in this Hypothesis examination is:

$H_0$  = Identical variant population

$H_a$  = Non-identical variant population

This statement based on the probability gate:

If Probability > 0.05,  $H_0$  is accepted

If Probability < 0.05,  $H_0$  is rejected

Based on the account table *Levene's Test* analysis, the significance point is 0.000. Based on the taking decision standard, 0.000 is shorter than .005. It means that  $H_0$  is rejected and  $H_a$  is accepted and variance population was

identical. Because both of the hypotheses were relevant, the next standard for analysis is based on *Equal variance assumed*.

The table above showed that t-test score was 10.608 with  $df=78$ , because  $df=78$  was not found from the “t” table, so the researcher took  $df=80$ , mean difference was 22.000 and standard error difference was 2.074. Lower interval of the difference was 17.871 and upper confidence difference is 26.129.

If  $t_{\text{observe}}$  10.608 compares with  $t_t$  with  $df$  78, the t critic point is:

Significance 5% = 1.99

Significance 1% = 2.64

It can be seen that the  $t_o$  is higher than  $t_t$  in significance 5% and 1%. In other words, it can be read  $1.99 < 10.608 > 2.64$ . Its mean  $H_o$  is rejected and  $H_a$  is accepted; or there is significant effect of the students' reading comprehension by using transactional strategies instruction.

In conclusion, transactional strategies instruction is effective to improve the reading comprehension of the first year students of SMA Tri Karya Bakti Pekanbaru.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on data analysis and research finding in chapter IV, Finally the research about The Effect of Using Transactional Strategies Instruction toward Reading comprehension of the First Year Students at SMA Tri Karya Bakti Pekanbaru come to the conclusion as follows:

1. Students reading comprehension taught by using transactional strategies instruction was categorized into Very good level.
2. Students' reading comprehension who taught whitout transactional strategies instruction was categorized into enough level.
3. There is significant effect on students reading comprehension those who are taught by using transactional strategies instruction at SMA Tri Karya Bakti Pekanbaru.

So it can be concluded that transactional strategies instruction has a positive effect on reading comprehension at the first year students of SMA Tri Karya Bakti Pekanbaru.

#### B. Suggestion

1. Based on the result of the research, the writer would like to address suggestions to English teachers and the students. **For (the) teacher**

- a. The teachers are hoped to provide and implement suitable and interesting techniques on teaching reading, in order to improve a good method toward students' interest.
- b. Since the implementation of the transactional strategies instruction has proved that there was a significantly difference reading comprehension of students taught by transactional strategies instruction from those who were not. Hopefully teachers of English subject are suggested to use transactional strategies instruction, as a technique of teaching English.

## **2. For (the) students**

- a. The students should try to understand to transactional strategies instruction in reading text and practice in the classroom.
- b. The students should always improve their reading comprehension especially about factual information, main idea, vocabulary, reference, and inference.
- c. The students pay more attention to the lesson that has been shared by students in front of class.

The writer realizes that this research is still very far from expected quality. Further researchers with the same problems are hoped to result in better and more complete research.

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